

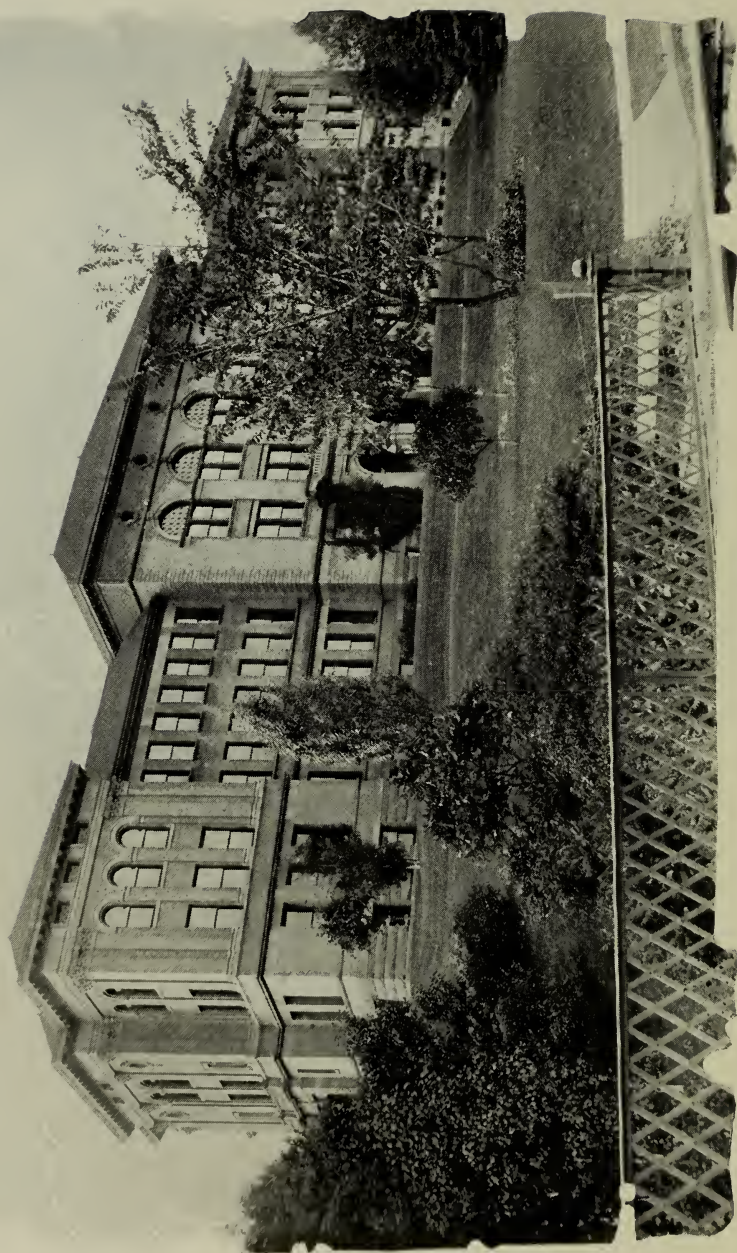
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State Normal School

Duluth, Minnesota

1919

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STATE NORMAL SCHOOL

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

SEVENTEENTH ANNUAL CATALOGUE

With Announcements for

1919-1920

I N D E X

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Minnesota State Normal School Board

Ell Torrance, President.....	Minneapolis
Term expires 1923	
James M. McConnell, State Superintendent of Education, Secretary	St. Paul
Ex-Officio	
S. H. Somsen, Resident Director.....	Winona
Term expires 1921	
John C. Wise, Resident Director.....	Mankato
Term expires 1921	
C. L. Atwood, Resident Director.....	St. Cloud
Term expires 1921	
Leslie Welter, Resident Director.....	Moorhead
Term expires 1923	
J. L. Washburn, Resident Director.....	Duluth
Term expires 1921	
A. P. White, Resident Director.....	Bemidji
Term expires 1923	
E. J. Jones.....	Morris
Term expires 1923	

Calendar 1919-1920

Summer Term

Enrolment of Students.....	Monday, June 23, 1919
Class-work begins	Tuesday, June 24, 1919
Term closes	Friday, August 1, 1919

Fall Term

Enrolment of Students.....	Tuesday, September 2, 1919
Class-work begins	Wednesday, September 3, 1919
Term closes	Wednesday, November 26, 1919

Winter Term

Enrolment of Students.....	Monday, December 1, 1919
Class-work begins	Tuesday, December 2, 1919
Christmas Holidays begin.....	Friday, December 19, 1919
Work resumed	Monday, January 5, 1920
Term closes	Friday, March 5, 1920

Spring Term

Enrolment of Students.....	Monday, March 8, 1920
Class-work begins	Tuesday, March 9, 1920
Easter Vacation begins.....	Wednesday, March 31, 1920
Work resumed	Tuesday, April 6, 1920
Term closes	Friday, June 4, 1920

Faculty

- Eugene W. Bohannon.....President
Graduate Indiana State Normal School, 1887; A. B., Indiana University, 1890 and A. M., 1891; Ph. D., Clark University, 1912; teacher, principal and superintendent, public schools, nine years; teacher in state normal school three years; State Normal School, Duluth, 1901—
- Linus W. Kline.....Psychology, Education
Graduate Peabody Normal College, 1889; B. S., Harvard University, 1896; Ph. D., Clark University, 1898; Honorary Research Fellow, Harvard University, 1912-13; teacher and principal, public schools, six years; teacher, state normal schools, three years; State Normal School, Duluth, 1902—
- Katharine D. Post.....English Composition, Literature
A. B., University of Wisconsin, 1893; student, University of Chicago, 1897-98; teacher in high schools, 1898-1905; State Normal School, Duluth, 1905—
- Ruth Ely.....Librarian and Library Science
Minnesota Library Commission summer school, 1906; Duluth Public Library, 1902-06; State Normal School, Duluth, 1906—
- Charles H. Frazee.....Botany, Zoology, Elementary Science
A. B., Earlham College, 1903; A. M., Indiana University, 1905; teacher in public schools and college instructor, eight years; State Normal School, Duluth, 1909—
- Carl E. Wallace.....History and Civics
A. B., University of Kansas, 1896 and A. M., 1897; student, University of Chicago, 1903-05; teacher in public schools and college, eleven years; State Normal School, Duluth, 1910—
- Margery Strong.....English Literature, English Grammar
A. B., Oberlin College, 1902; teacher in elementary and secondary schools, six years; State Normal School, Duluth, 1911—
- Mary A. Jack.....Reading, Literature
Graduate Emerson College of Oratory 1896, and graduate student 1897; teacher in secondary schools and college 1897-1911; State Normal School, Duluth, 1911—
- Melvia L. Danielson.....Music
Graduate Teachers' Training School, Omaha, Nebr., 1906; School of Music, University of Nebraska, 1909; Columbia School of Music, Chicago, 1914; teacher in public schools, seven years; State Normal School, Duluth, 1915—
- Delia A. Smith.....Physical Education, English
B. A., Wellesley College, 1912; student, Dartmouth summer school, 1914; graduate work, physical education, Columbia University, 1914-15; State Normal School, Duluth, 1915—
- Eunice T. Gray..Preceptress Torrance Hall and Manager Dormitories
Student, University of Wisconsin, 1898-1899; A. B., Leland Stanford Junior University, 1901; graduate student, 1903; head, Women's Hall, Illinois College, 1915-1916; State Normal School, Duluth, 1917—
- Frederick L. Whitney....Superintendent of the Training Department
Ph. B., University of Chicago, 1906, and A. M. in Education, 1914; instructor in senior high school and elementary school principal; superintendent of city schools, ten years; State Normal School, Duluth, 1918—
- Margaret E. Jones.....Mathematics
B. A., Carleton College, 1915; teacher and assistant principal in secondary school, three years; State Normal School, Duluth, September, 1918—
- Mary I. Elwell.....Mathematics
B. A., Carleton College, 1915; student, University of Wisconsin, summer 1916; student, University of Minnesota, summers 1917 and 1918; teacher and principal in secondary schools, three years; State Normal School, Duluth, October 1, 1918—

Faculty

(Continued)

- Ruth A. Sloan.....Home Economics
Ph. B., Franklin College, 1904; A. M., Teachers' College, Columbia University, 1916; teacher in high school, eight years; teacher, Franklin College, 1916-1918; State Normal School, Duluth, 1918—
- Vivian O. Dunlap.....Drawing and Manual Training
B. S., Lenox College, 1906; graduate Iowa State Teachers' College, 1914; student, Applied Arts summer school, Chicago, 1917 and Church School of Arts, Chicago, Spring, 1918; teacher, elementary and junior high schools, seven years, and Iowa State Teachers' College, 1916-1918; State Normal School, Duluth, 1918—
- Delia G. Mattocks.....Penmanship
Graduate Ohio Business University; State Normal School, Duluth, 1914—
- Olive B. Horne.....
Training Teacher, Seventh and Eighth Years, Elementary School
Student, Cook County Normal School, Chicago, 1894-95, and Teachers' College, Columbia University, 1910-11; teacher public schools, ten years; State Normal School, Duluth, 1903-1910; Eastern Illinois State Normal School, 1911-14; State Normal School, Duluth, 1914—
- Ray L. Leland.....
Training Teacher, Fifth and Sixth Years, Elementary School
Graduate, State Normal School, Duluth, Minn., 1907; B. S., Teachers' College, Columbia University, 1911; post-graduate work University of Minnesota, 1914-17; and Teachers' College, 1917; teacher elementary and high schools, four years; teacher University High School, College of Education, University of Minnesota, 1914-1917; State Normal School, Duluth, 1917—
- Katherine E. Ross.....
Training Teacher, Third and Fourth Years, Elementary School
Student, Olivet College, 1901-1902; graduate, State Normal School, Marquette, Michigan, 1915; Ph. B., University of Chicago, 1917; post-graduate, University of Chicago, 1917; teacher in public schools five years; State Normal School, Duluth, 1917—
- Helen Urquhart.....
Training Teacher, First and Second Years, Elementary School
Graduate, Huron College Normal Department, 1908; student, Huron College, 1909; teacher in public schools, eight years; State Normal School, Duluth, 1918—
- Helen C. Steele.....Kindergarten and Kindergarten Training
Graduate, Miss Wheelock's Training School, 1906; student, Pittsburgh Kindergarten College, 1909-10; student, New York Kindergarten Association, 1913-14; summer school, Teachers' College, Columbia University, 1918; teacher, Kindergarten Pittsburgh public schools, 1909-16, and Minneapolis public schools, 1916-18; State Normal School, Duluth, 1918—
- Blanche Patterson.....Secretary and Accounting Officer
- W. H. Salter, M. D.....School Physician

Additional Teachers, Summer 1918

- Edna B. Mahnke.....Rural Education
Supervisor Rural Schools, Grand Rapids.
- Mrs. Alice Swanson.....Music
Duluth, Minnesota.

The Establishment and Organization of the School

The State Normal School at Duluth was established by an Act of the State Legislature in the Session of 1895, and registered its first students in September, 1902. The number of graduates from the institution is now more than seven hundred. In this time the original building has been doubled in capacity and two excellent dormitories have been constructed. These are admirably located in the center of the finest residence district of Duluth and at a height of more than three hundred fifty feet above the level of Lake Superior, affording a remarkable view of that beautiful body of water.

The Work is both theoretical and practical. In the Normal Department instruction is given in the subjects of the elementary school curriculum and those special subjects necessary to an intelligent understanding and appreciation of the problems of elementary education. The Training Department, which includes a kindergarten and eight grades, supplies the opportunity for observation and student-teaching. The standard course of study and an extended list of electives are administered in such a way as to provide the special instruction required by the different classes of elementary teachers. The State Normal Board has authorized different groupings of subjects for the special preparation of kindergartners, teachers in the lower, middle and higher grades, and supervisors of elementary school work. In addition special courses are authorized for the preparation of teachers of Home Economics, Drawing and Manual Training and Music.

Two years ago an optional year of work was added to the standard course in response to the suggestions of school superintendents, who desire teachers with more extended preparation. This extended course of study leads to the Special Diploma in Elementary Education and will qualify the holder for positions in junior high schools, the normal training departments of high schools and for the principalship of graded schools of every class. Former graduates of the school should find in the work of this additional year the special preparation which will lead to more responsible positions, while all who may complete it with credit have the assurance of school superintendents that their services will command a higher rate of compensation. Most school systems have fixed the minimum beginning salary for such teachers ten dollars higher than for beginners in the grades below the junior high school. Many requests for

graduates from this course are made and it is hoped that not a few students will elect it the coming year. It is especially desirable that those who may wish to enter on the work of this course the coming year give early notice of their decision.

"Because of its favorable location in the midst of a large industrial community," the Duluth Normal School has been designated by the Federal Board for Vocational Training, the State High School Board and the State Normal School Board, to train trade and industrial vocational teachers, under the Smith-Hughes Act, and will undertake such work just as soon as there is a demand for it and the courses can be organized.

The standard length of time required for graduation is two years for graduates from approved high schools, and for those who enter without high school credits, five years. Completion of the extended course leading to the Special Diploma in Elementary Education, referred to in a preceding paragraph, requires an additional year. Students of both classes may obtain temporary teachers' certificates before graduation by completing in a satisfactory manner a specified list of subjects.

The regular school year is thirty-eight weeks in length and is divided into three terms of approximately equal length.

A Summer Term of six weeks is held each year. The time for the session of 1919 is June 23 to August 1. The work has been planned to meet three classes of needs: (1) Those of persons who must meet the professional and academic requirements for a teacher's certificate; (2) those who wish to earn credits toward the completion of the regular course in the Normal School, and (3) those who have it in mind to prepare for the more specialized teaching positions for which the Special Course in Elementary Education qualifies. Detailed information is supplied by the summer school circular, which will be mailed on request.

REQUIREMENTS FOR ADMISSION

Persons holding a state teachers' certificate of the second or a higher class, and graduates of approved high schools having a four years' course who present credits representing fifteen units of work done therein (a unit being daily work for a year of at least nine months), will be admitted without examination. Others will be required to pass examinations in arithmetic, English grammar, geography, United States history and physiology, or to present certificates from the State High School Board. While holders of diplomas showing graduation from the eighth grade will be admitted without examination, only those who are sufficiently mature and promising will be

permitted to undertake the work. Fifteen is the minimum age for admission.

Preferred High School Work. The following high school subjects are urged as prerequisites for successful work in the normal school in case of high school graduates: English, 3 years; biology (botany or zoology and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, and are listed in the order of preference: U. S. history and civics, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; physiography, 1 semester; drawing, 1 semester; vocal music, 1 year; industrial subjects, 1 year; penmanship ability of 70, Ayres, or of 14, Thorndike scale.

Students from high schools offering less than the four years of work will be admitted to the five-year course with such advanced standing as may be justified.

ADVANCED STANDING

Graduates of the teacher-training department of state high schools will be allowed standing if the course completed represents a full year of work in addition to that required for graduation from the high school. Eight term credits will be granted those who present records showing the completion of such a year of work in a class of only high school graduates or who may have taught a year. Others who complete the course as a fifth year will be allowed six term credits. No credit is given when such work is carried as a part of the regular high school course.

Anyone holding a state teacher's certificate of the first grade, valid at the time of presentation, may be allowed twelve credits, provided: (1) that such advanced standing shall not be allowed except in the case of those who become candidates for the diploma and are not otherwise entitled to advanced standing, (2) that the subjects in which such advanced standings are to be allowed shall be determined by the president of the school in conference with the student, (3) that the average of the certificate shall not be less than 75 per cent and (4) that the subjects in which the averages shall be less than 75 per cent shall not be credited and shall reduce the number of credits to be allowed, proportionately.

SPECIAL STUDENTS

Persons holding a teacher's certificate of the second or a higher class and having taught in any public school in this state with ability and success for a year may be admitted to the school for the purpose of doing special work. Such applicants for admission must

satisfy the president of the school that they are prepared to do the work of the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught, testifying to their fitness for the work of teaching.

ADMISSION TO THE UNIVERSITY OF MINNESOTA

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the sophomore year of the State University, and those who complete the regular two-year program for high school graduates are admitted to the junior year of the College of Education and can complete the course for the degree of Bachelor of Arts in Education in two years.

DIPLOMAS AND TEACHERS' CERTIFICATES

The Diploma of the school is valid as a state first grade certificate for two years and upon endorsement, after two years of successful teaching experience, for life. This diploma is a legal qualification for teaching in any grade of the elementary schools of the state.

The Special Diploma in Elementary Education, by recent action of the State High School Board, will be, beginning with September, 1919, the minimum qualification for: (1) "Teachers of high school subjects in state graded schools"; (2) "Instructors in junior high school departments which shall be understood as covering the 7th, 8th and 9th grades"; (3) "Teachers of home economics in State graded schools (\$250 aid). It is understood these teachers will be classified as teachers of high school subjects." It has been agreed between the High School Board and the State Normal School Board "that it is desirable that the principals of all graded schools should be required to have the minimum training of the three-year course under discussion. At the present time all qualifications of principals of graded schools are defined by the general statutes. This proposed change would involve legislative action. The earliest date at which it would seem feasible to make the proposed requirements for principals of graded schools would be September, 1920."

Upon the recommendation of the president of the school, the Superintendent of Education will issue a state certificate of the first grade, valid for two years and subject to renewal for a period to be fixed by himself, to those who complete twelve units of work on the two-year program for high school graduates and to those who complete thirty-six units of the five-year program, provided one of the credits be for Rural School Methods, Observation and Practice. No such certificate will be renewed, however, except in the case of those

who shall complete a full term (four units) of additional work in the school.

Those who complete twenty-four units of work, including the elementary subjects of the five-year program, may obtain, with the endorsement of the president, a state second grade certificate.

GENERAL INFORMATION

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year. Charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall and Torrance Hall are homes for young women attending the school and are situated on the campus near the main building. Both are of fireproof construction and are provided with all modern conveniences. Each has its own laundry, kitchen, pantries, dining-rooms and reception rooms. All floors have lavatories and bath rooms. Students have free access to the laundries, which have eight stationary wash tubs, with hot and cold water, clothes driers, irons and ironing tables. All living rooms have hardwood floors, two beds, two rugs, two closets, two chairs, two rockers, a study table, dresser and all necessary bedding. Students are required to provide table and dresser covers, towels and curtains, to care for their own rooms and to take turns in waiting on tables at meals.

It is expected that the rates for the coming year will be twenty and twenty-one dollars a month. No deduction will be made for absences of less than a week. All payments must be made four weeks in advance. Applications for rooms must be accompanied by a fee of one dollar, which amount will be applied on the first monthly payment, but will not be returned if the reservation for the summer session is cancelled after June 1st, or that for the fall term after August 15th. All such applications should be sent direct to the Office of the President.

Those who do not plan to live at one of the halls and whose homes are not in the city, must choose a boarding place with the advice and approval of the school and will avoid embarrassment by not making such arrangements before having such advice and approval.

The opportunities for general culture which the school itself supplies are supplemented by many others incident to life in a city of the size and character of Duluth. Its industrial and commercial life is unique and stimulating, while its religious, social and aesthetic interests are served by unusually diversified organization of such agencies. Musical organizations, lecture associations and the Association of College Alumnae have been especially considerate in

placing artists recitals and lecture courses of a high order within the reach of every student.

Students Entering for the First time must bring with them, or present in advance, proper evidence of their qualifications for admission. In the case of high school graduates this will be a certificate of such graduation and a transcript of the record made in the high school. Those who are not high school graduates must present either the diploma or high school board certificates showing completion of the work of the eighth grade. Persons who expect to obtain advanced standing for work previously done must present official statements showing the amount and quality of such work.

Applicants for Admission will present themselves at the office of the president, where they will be referred to proper committees on examination or classification.

The Buildings are situated on East Fifth Street, between Twenty-second and Twenty-third avenues, and one block from the Woodland and East Fourth Street car lines, and may be reached by taking an East Fourth, a Woodland or a Hunters Park car, going east. Students who are not acquainted with the city should call at the president's office on arrival.

The School Physician meets all students at the beginning of each year for the purpose of determining whether their health is such as will justify their undertaking the work of preparing to teach. No one is permitted to proceed with the work of the school without his approval.

Additional Information will be supplied on application to President's Office, State Normal School, Duluth, Minn.

The Course of Study and Arrangement of Programs

FOR HIGH SCHOOL GRADUATES

Junior Year	Hours	Senior Year	Hours
Arithmetic 1, 2.....	120	History (U. S.) 1, 2.....	120
Drawing	60	Hygiene and Sanitation.....	60
Elementary Science.....	60	Literature	60
Geography 1, 2.....	120	Manual Training	60
Grammar 1, 2.....	120	Reading	60
Music	60	Sociology	60
Observation	60	Themes	60
Penmanship	30	Theory of Education.....	60
Psychology 1, 2.....	120	Teaching 1, 2.....	150

Electives

Group One. Kindergarten Theory 1, 2, 3. Technics. Primary Methods. Physical Education 1. These six term-units may be substituted for Arithmetic 2, Geography 2, Grammar 2, Theory of Education, U. S. History 1 or 2 and Manual Training 1.

Group Two. Domestic Art 1, 2, 3, and Domestic Science 1, 2, 3, in place of Arithmetic 2, Elementary Science, Geography 2, Grammar 2, Civics and Manual Training 1.

Group Three. Physical Education 1, 2, 3, in place of three term-units to be designated by the program committee.

Group Four. Music 2, 3, in place of two term-units to be designated by the program committee.

Group Five. Drawing 2, 3, in place of two term-units to be designated by the program committee.

Group Six. Methods for the Lower, Middle or Higher Grades and Rural Schools in place of one term-unit to be designated by the program committee.

A sixty-hour course in **Library Science** will be offered, should a sufficient number desire it.

The previous training and the special purpose and aptitude of the student will be the controlling factors in arranging for electives. The advice and approval of the Committee on Program must be had in every instance.

FOR THOSE WHO ARE NOT HIGH SCHOOL GRADUATES

First Year	Hours	Fourth Year	Hours
Algebra I, II, III.....	180	Chemistry I, II, III.....	180
Drawing I, II.....	120	Grammar 1, 2.....	120
English Composition I, II....	120	Literature III, IV.....	120
Geography I, II.....	120	Physiology	60
Music I.....	60	Psychology 1, 2.....	120
Reading I, II.....	120	Sewing	60
		Observation	60
Second Year			
General History I, II, III....	180		
Manual Training I, II.....	120	Fifth Year	
Music II	60	Children's Literature	60
Geometry I, II, III.....	180	Civics	60
Rhetoric	60	Cooking	60
Zoology I, II.....	120	Hygiene and Sanitation.....	60
		Penmanship	30
Third Year		Sociology	60
Arithmetic 1, 2.....	120	Teaching 1, 2.....	150
Botany, I, II.....	120	Themes	60
English History.....	60	Theory of Education	60
Literature I, II.....	120	Elective*	120
Physics, I, II, III.....	180		
U. S. History 1, 2.....	120		

*The 120 hours of electives will be chosen from those listed on page 13.

The Arabic numerals used in this program indicate that the subjects which they follow are to be taken with classes of high school graduates.

SPECIAL COURSE IN ELEMENTARY EDUCATION**For Those Who Have Completed the Two or the Five-Year Program**

Hours	Hours
Educational Administration ..	60
Educational Sociology.....	60
English Composition	60
Literary Interpretation	60
Physiology and Sanitation....	60
Teaching	60
Elective	360

The three hundred sixty hours (six term-units) of elective work may be chosen partly from the list of electives on page 13, and partly or entirely from the advanced courses in English, History, Economics, Mathematics and Geography, to be arranged as may be required.

Descriptive Outline of the Work

DRAWING

"The highest aim of art is to make some useful thing beautiful."—Kenyon Cox.

The aim in the following courses is to awaken the student to a realization and appreciation of what constitutes beauty, and how the principles of beauty may be applied to every day life.

1.—Much stress is laid on order, neatness, accuracy, and freedom of expression. The fundamental principles of design are studied and applied to lettering, posters, portfolios and landscapes. Color is studied theoretically and practically, chiefly through the use of paper cutting and pastel. Sketches are made from nature, still life and pose in pencil and charcoal. One day each week is given to an illustrated lecture on art history and historic ornament, including Egyptian, Grecian, Roman, Early Christian and Italian art.

2.—In this course the student builds upon the foundation laid in course 1. Design is studied and applied in a more advanced way through the use of ink and water color. The principles of perspective are studied and interior and exterior sketches made in connection with the study of home decoration. Pose drawings are used as the foundation for problems in costume design. Various songs, games and stories are illustrated in water color. The art history is continued with the study of Dutch, Flemish, German, Spanish, French, English and American art. Note books are kept.

1.—This course is for high school graduates and includes a study of the principles of good lettering, composition and design, perspective, color theory and drawing from objects, nature and life, and relates these to work in the various grades, aiming to prepare students to teach drawing in the grades. This also includes a study of art history.

2.—This course is for the student who wishes to devote more time to the several phases of work indicated in Drawing 1. It will lead to the development of greater technical ability and to a higher appreciation in the field of art. The term's work will include a special study of some topic in art history to be reported in a term paper.

3.—A part of the work in this course consists in outlining a brief course in drawing for the grades. When the ability of the class justifies it, some time will be given to the study of art as applied to the home and costume. Some advanced problems in design, charcoal and water color studies will be introduced.

EDUCATION

Since the art of teaching in elementary education has to do (1) with the community and the patrons of the school, (2) with the management of the school, (3) with the pupils in their school relations and (4) with the uses of the course of study, the courses in education are arranged and taught so as to prepare teachers for this fourfold service.

In general the courses of the junior year are introductory, setting and arranging problems in elementary education, while those of the senior year are intended to furnish practical and theoretical aids for the solution of those problems. Accordingly the more general and untechnical courses, such as the conditions of learning, school room observation, elements of sociology, etc., are as far as possible presented first, and the applied and technical courses, consisting of practice teaching and the theory of education complete the work in education.

(5) The growth of the physical conditions and equipment of schools.

Observation.—This course will be taken during the term preceding that in which practice teaching is done. It includes three lines of work. First, there are three periods of observation each week throughout the term, giving an opportunity to become familiar with the regular work of a graded school as conducted by the Training Department and to observe model lessons taught by the training teachers. The student makes at least two reports each week on observations of the model lesson and meets the training teachers for conference once a week. Second, two class-periods a week are devoted in part to school economy and in part to the psychology of the common branches. In these periods liberal use is made of the subjects observed in the model lessons. Third, during the last month of the course the student writes at least one lesson plan a week, based upon observed model lessons and assigned reading, and also performs assigned duties in the department. A lesson plan is accepted in lieu of a written report on the observation of a model lesson.

Theory of Education.—This course is given in the senior year. Its object is to encourage and train students to discover and formulate on their own account principles of teaching and laws of learning, and to develop and cultivate a general point of view toward methods, policies and aims in elementary education.

The subject matter is derived largely from the work of the preceding courses, but this may be supplemented as occasion requires by suitable material found in special texts, educational periodicals and monographs.

The student is stimulated to treat the material, from whatever source, in an active, critical and constructive way in order that its practical benefits to the problems of teaching and of learning may be

more apparent and susceptible of ready application. Some acquaintance is made with the uses of the generally accepted class room measurements.

The Training Department and Teaching.—The Training Department includes eight grades and a kindergarten. The work corresponds very closely with that done in the public schools of the State, includes manual training and home economics, and qualifies those who complete it to enter the first year of high school or the Normal Department.

The purposes of the school are (1) to maintain, as far as possible ideal school conditions to serve as models for the prospective teacher, and (2) to provide an opportunity for the student teachers to develop their natural and acquired abilities for practical service in our public schools under able guidance.

All members of the Senior Class who are assigned to the Training Department for teaching are later assigned to a supervising teacher in the Duluth schools for cadet work. This arrangement has been very beneficial to the students and promises yet greater benefits.

ENGLISH

The general aim of the work in English is to develop the student through appreciative study of the best authors, intelligent reading in connection with other subjects, and careful observation everywhere, so that he may learn how to express himself in refined, accurate, clear English. The other departments are expected to cooperate with the English department in the endeavor to make every school exercise an opportunity to teach good English by example, criticism and practice.

Children's Literature.—This course aims to acquaint the student with the available material on the subject, and by so doing to disclose to him the wealth of thought, and fancy preserved in print for the child's instruction and delight; to enable the student to discriminate in selecting really good material by teaching him how to examine a book, and what tests to apply in order to determine its merit. The material used is classified as Verse,—dealing with family life, play, animals, nature, festivals, narratives based on legends and on fancy, humor, patriotism, life's teachings, and Bible poetry; Prose,—with the material classified as fables, fairy-tales, myths, legends, Bible stories and parables, historical incidents, adventure, travel, biography, miscellaneous subjects. As much reading as possible is done by the student outside of class. Reports on material read are brought to class and discussed for the purpose of developing greater discrimination through open conference. A note book is prepared to serve as a resume of material gathered and as an outline for future reference.

English Composition I.—The first half of this term is devoted to a review of punctuation, capitalization and sentence structure, with

daily written work to illustrate the principles studied. During the second half of the term, a careful review of elementary English grammar is given.

II.—The principles of simple composition are studied with reference to the sentence, the paragraph, and the short theme. The careful study of models gives the pupil some understanding and appreciation of good English. He is also encouraged, through daily themes, and through oral reports on familiar topics, to express himself as freely and spontaneously as possible, to correct such bad habits of speech as he may have, and to develop by observation and practice, his own powers of expression and command of language. Fair penmanship and accurate spelling are insisted upon in all daily work.

Grammar 1.—The elements of the sentence and all the parts of speech are reviewed rapidly, after which comes a study of nouns, pronouns, adjectives, adverbs, prepositions, interjections and conjunctions. Each of these is considered under form, use and meaning.

2.—A continuation of 1. More difficult exercises in analysis and parsing are given. Verbs are taken up in detail, with emphasis placed upon the real meaning of the conjugation. Careful attention is given to the uses of the infinitive, to distinguishing the four kinds of verbals in *ing* and to auxiliary verbs—especially to *shall* and *will*. The practical problems that arise in teaching language in the grades are continually kept in mind, and are discussed whenever occasion offers, methods being suggested and recorded. No text is used, but note books, in outline form, are kept throughout the course; careless written work is not accepted.

As grammar is only one phase of the great subject, English, the parts of which cannot properly be separated, and as English is a necessary tool in connection with other subjects, the illustrations used in the classroom are made as varied and as practical as possible. Each individual is encouraged to make a self-correction of common errors, and it is hoped that each will feel a personal responsibility for helping to maintain a high standard of spoken English outside of the classroom as well as in it.

Literature I.—(a) Mythology. Classic myths are studied with Guerber's *Myths of Greece and Rome* as the text. (b) Selections from Tennyson's *Idylls of the King*. (c) Shakespeare—Two plays are selected from the following: *The Merchant of Venice*; *A Midsummer Night's Dream*; *As You Like It*; *Julius Caesar*; *Macbeth*; *Hamlet*; *The Taming of the Shrew*.

II.—American Literature. The most representative prose and poetry are taken up from the following divisions: The Colonial Period; the Revolutionary Period; the New York Group; Southern Literature; Western Literature. Note-book outlines and general reference work in the library are required.

III.—English Poets. A careful study is made of the principal poets from Milton to Arnold, with the poems selected from Manly's English Poetry. The periods considered are: The Caroline and Puritan Age; the Restoration; the Age of Classicism; the Transitional Period; the Age of Romanticism; the Victorian Age. Outlines kept throughout the course are based upon notes given in class and upon general outside reading, but the student must be familiar with what the author himself has said, before knowing what some one else has said about him.

IV.—English Narrative Prose. This course opens with a study of the Sir Roger de Coverley Papers from the Spectator, with outside reading and reports on such phases of life in the time of Queen Anne as throw light upon the Papers. This is followed by the study of The Vicar of Wakefield, one of Scott's novels—Ivanhoe or Kenilworth—and one of George Eliot's novels. As much supplementary outside reading is required in connection with the novels as is necessary to enable the student to understand the setting of the story and the author's point of view.

Reading I.—This course and the one following are required of all students of the five-year program. The aim is to develop the student's ability to interpret and express the thought of the printed page, and to lay the foundation for a discriminating appreciation of good literature. Necessary drill in enunciation and in articulation is given and the correct mould for all elementary sounds is taught. The fundamental principles of reading are applied to the selections studied in the class room.

II.—The work of the second term is a continuation of that of the preceding term, its aim being to lead the pupil by natural steps to express the thoughts of others as well as his own, simply, naturally and effectively. A part of the time is devoted to simple dramatization. Greater cooperation between the reading work and the work in composition is secured through a course in outside reading. Lists of books covering a wide range of choice and suited to young people of various degrees of development are posted in the class room. Each pupil, making his own choice, reads one of these books every two weeks throughout the year, making brief oral comments on the book and reading some passage illustrating the point under consideration in the reading class. He also hands in a brief review of the book in the composition class. This helps to unify the work in English and serves as an incentive to further and more appreciative reading.

Reading 1.—This course, which is required of high school graduates, is a modification of Reading I and II. Following a review and discussion of the principles underlying reading, together with daily practice in developing these principles by illustration, a thorough drill is given in phonics. Faulty enunciation due to physical defects or habitual carelessness is discussed, together with the means of cor-

recting such irregularities. Difficulties experienced by those accustomed to a foreign tongue are also considered as well as the means to correct those difficulties. A considerable portion of the time is given to study of the principal methods of teaching reading in the grades. These are compared with a view to determining their special merits as well as their special adaptability to certain types of children. In connection with this work the members of the class observe the work in reading in the Elementary School and also in the Duluth schools. This work in methods is followed by class room discussion.

Rhetoric.—The two-term course in English Composition or its equivalent is a prerequisite for the course in rhetoric. The principles of unity, coherence, emphasis and growth are studied from a practical point of view. The text book is used merely as a background, a reference book to which to turn for standards and principles. The aim sought is freedom and accuracy of expression leading toward the goal of beauty and effectiveness of speech. To this end a reputable weekly magazine is subscribed for by each member of this class, both to furnish models of effective composition and to stimulate such interest in affairs of the day as will seek outlet in free discussion. From this desire to give one's opinion on various subjects will develop the ambition to state that opinion effectively. Free and kindly mutual criticism is encouraged in class as being an effective aid in developing personal judgment of what constitutes effective speech as well as having a salutary effect in correcting habitual carelessness of expression. Two-thirds of the work is oral; the remaining third, written.

Themes.—An advanced course in composition in which punctuation, letter-writing, and the principles of composition and rhetoric are briefly reviewed, and exposition, description and narration carefully studied. Famous short stories are assigned as outside reading. The purpose of the work is to gain free, natural, ready oral expression and some appreciation of the finer things in everyday life.

HISTORY, CIVICS AND SOCIOLOGY

In all the work it is a part of the purpose to acquaint the student with the literature and other material especially suited to the pupils in the various grades of the elementary and grammar schools, as well as with the more advanced literature which he himself should use. To accomplish this, constant use is made of the library, which is well equipped to serve both purposes. A broad and accurate knowledge of historical facts is regarded as a prerequisite to the correct interpretation and teaching of history and kindred subjects. Special attention is given to the growth of political ideas and to the contributions made to civilization by different peoples. Effort is

made to show the development of political institutions and civilization as an evolutionary process. The influence of geography upon history is studied. The pupil is required to keep a notebook and at times to make reports, written or oral, upon special topics.

Civics.—Students are required to master the general principles of society and government; after that, an outline of the government of the United States; State of Minnesota, and of a county, town and city in Minnesota. The methods of nominating public officers, and the duties of citizens in a republic are studied carefully. That is the point of view from which such questions as minority representation, initiative and referendum, and government by commission are inquired into.

English History.—The general development of the English people and government is studied through the reign of Elizabeth, from which point an attempt is made to show the relation existing between the history and constitutional development of England and that of the United States.

General History I.—A general survey of the origin and spread of civilization and of the development of political and social institutions in the Orient and Greece. A knowledge of the thought, life, character and emotions of the Greeks and of the achievements of the great men of that illustrious race is regarded as a treasure for the enrichment of the lives of the young.

II.—A study of the rise of Rome, the expansion and organization of her power during the Republic, its reorganization under the Empire, its final disruption at the time of the German invasions and the transformation of the ancient pagan empire into the medieval Christian empire of the Germans under Charlemagne. The social and economic causes of the failure of self government among the Romans are carefully analyzed as having a present day significance.

III.—A study of medieval institutions, habits and ideas and how they were supplanted by those of the present. It includes such topics as the rise and prevalence of feudalism, the Crusades, the growth of the Papacy and its contest with the Emperor, the development of cities and the middle class, the Renaissance and the Reformation, the growth of nations, the struggle for constitutional government and democratic institutions, the French Revolution and the expansion of Europe. European conditions which influenced American history are made prominent.

History of the United States. 1.—A course dealing with the beginnings of our national existence from the discovery of America to the end of the War of 1812. It includes a study of the conditions affecting colonization, the period of discovery and settlement, the rivalry of the French and English, the Revolutionary War, the crea-

tion of a central government and its foreign and domestic problems. Our relations with Europe are carefully analyzed.

2.—A study of the outlines of our political, constitutional, economic and social development from the War of 1812 to the present day. Among the more prominent topics for discussion are the national awakening, the development of democracy, the struggle over slavery, Civil War and Reconstruction, the rise of new economic and political conditions and the question of expansion.

Sociology.—This course is necessarily very brief and is limited to a consideration of the problems of society, a knowledge of which should prove of the greatest practical value to teachers. It begins with an examination into the origin and nature of human association and rests upon the generally accepted view that the various social institutions are the result of a long and slow process of evolution. This view is at the basis of the more detailed consideration given to contemporary social problems, especially those which relate to the family, the school, government in its various phases, and to society in the sense generally meant when we speak of "social welfare."

HOME ECONOMICS

The special aim of this work is to meet the frequent demands for teachers who can combine a limited amount of instruction in elementary home economics with their regular work as teachers in the grades. A year of chemistry and a semester of physiology are prerequisites.

Domestic Art. 1.—The work of this term includes a study of textile fibers in respect to their sources and importance and with reference to microscopic and chemical tests as well as the simpler tests that can be made in the home. A study of weave, finish and adulteration of fabrics is made from the standpoint of use, desirability and economy. Some time is given to processes used in removal of stains and the best methods of cleansing fabrics. The sewing includes a study of stitches commonly used in personal and household sewing. A clothing budget is kept through courses 1, 2 and 3.

Domestic Art. 2.—Hygiene of clothing and the economic selection and buying of material is considered in the second term's work. The principles and stitches given in the first term's work are applied in the making of simple undergarments from commercial patterns.

Domestic Art. 3.—A study is made of alterations of commercial patterns and drafting of simple patterns for outer garments and these principles are applied in the cutting and making of a waist, skirt and dress with special emphasis on the suitability of color and design. Opportunity is given for instruction in repairing and remodeling garments.

Domestic Science 1.—Household management is studied from the standpoint of hygiene, comfort, efficiency, economy and aesthetics. A study is made of location, construction, lighting, heating, ventilation, water supply, waste disposal, care and cleaning of a house, use of labor saving devices, decoration and furnishing. The work also includes a study of the household budget and proper division of income.

Domestic Science 2.—In course 2 the composition, digestibility and nutritive value of the different foods is studied, together with the principles of cookery for each type, with practical work in preparation and cooking of these typical foods.

Domestic Science 3.—The preparation and serving of meals is emphasized with special regard to dietetic requirements and cost of food. Time is given to the preparation of school lunches, also to infant feeding and invalid cookery so that this work may function in both school and home.

KINDERGARTEN

The growing demand for kindergartners who are at the same time prepared for work in the lower grades, and for lower grade teachers who have had considerable training in kindergarten work has necessitated closer cooperation between these two departments of the elementary school. All students of the kindergarten course spend at least three months in the lower grades and devote one term to lower grade methods. Only those persons who have completed the standard high school course and are able to play the piano and sing reasonably well are eligible for the course.

Kindergarten Theory 1, 2, 3.—The year's work in kindergarten theory consists mainly of the study of child life during the first seven or eight years and of the culture materials which will meet the needs of the growing child in the best way in these years. Some of Froebel's works are studied for suggestions in the selection of materials embodying social values in relation to the interests and needs of the child of four to five years of age. Some study is made of universal child playthings in connection with class experimentation for the sake of exemplifying the principles underlying the kindergarten methods. Some time is given to the study of rhythm, marches, folk dancing and games and an attempt is made to develop some skill in practicing and teaching them. The work with children's stories develops an appreciation of the importance of story telling as an educational factor. This requires a knowledge of the best stories for young children with opportunities for oral telling to both children and adults and the development of the power to make suitable adaptations to children's needs.

Technics.—This course is intended to give a general survey of the history and the present problems of the kindergarten. It seeks to make use of the best educational principles in determining the character of the kindergarten programs and in making a critical study of typical programs. Planning programs for parents' and mothers' meetings and making lists of the supplies and equipment suitable for the kindergarten are important features of the work.

Primary Methods and Physical Education will be given as outlined in the sections devoted to those special subjects.

Teaching 1, 2, 3.—All students in this course will have two terms of teaching in the kindergarten and one in the lower grades. They will have opportunity to participate in every phase of kindergarten procedure, assuming the responsibility of directing the circle talks, rhythm work, marches, games, stories, hand-work, excursions and special celebrations, thus learning how to make appropriate use of the instinctive activities of children. Conferences are held for the discussion of the teaching problems and for a critical study of the kindergarten program.

LIBRARY SCIENCE

It is not the purpose of this course to train teacher-librarians. It is planned (1) to give students a working knowledge of library methods and library guides and (2) to acquaint them with the best books in the field of children's literature. It includes a study of the physical make-up, the care and mending of books, their classification and arrangement; the use of periodical, poetry and short-story indexes; the use of dictionaries, encyclopedias, atlases and hand-books; the use of the simpler government documents, such as the bulletins of the Bureau of Education and the Department of Agriculture; the selection and some study of children's literature.

MANUAL TRAINING

"Industry means doing things; art means doing them particularly well."

I.—The work of this term includes cardboard construction, weaving, basketry, leather tooling, stenciling, and enameling. Principles of design are reviewed and original designs applied.

II.—The main features of the work of this term are the care and use of the common wood working tools, the principles of construction as based on strength, durability, proportion, adaptation to purpose, decoration and finish, and actual practice in wood working.

1.—A course for high school graduates which offers practice in cardboard construction, weaving, basketry, leather tooling, stenciling, wood block printing, and enameling.

This course also includes the care and use of the common wood working tools and the making of a book-rack or other simple object in wood.

MATHEMATICS

Algebra I, II and III.—The four fundamental operations, simple equations, simple fractions, graphical representation, factoring, simple equations of two or three unknowns, problems.

Arithmetic 1.—The fundamental arithmetical processes are studied in their logical relations, generalized for common practice, drilled upon as needed, and discussed as to grade-school presentation and use. The work of the term includes numeration and notation, with a little of their history, addition, subtraction, multiplication, and division of integers, fractions and decimals. Wise methods of problem attack, good page arrangement, and precision of statement are developed, then required. Some additional topics, as square root, longitude and time, and the denominate numbers are used as the basis for this problem work, and the fundamental problems of percentage are introduced as special cases under decimals.

2.—The applications of arithmetic to modern business, and mensuration of plane figures and the five fundamental solids, occupy nine weeks or more. Serious effort is made to keep the commercial work actual but not technical, and to require the accuracy that the business world expects. The work in mensuration is training in visualizing, judgment, and reasoning, not in memorizing formulas. Reports on required reading, covering methods that have been historically important, the work of the great teachers in this field, current questions about aims and changing emphasis, and recent tests and their value, give some background for judgment and acquaintance with helpful authorities.

Geometry I.—"Geometry is and is likely to remain primarily a cultural rather than an informational subject," but it misses its cultural value, too, if the theorems are not closely connected with simple applications in mechanics and design. Formal demonstration is preceded by elementary construction work, from which can be collected the fundamental facts and assumptions which are needed as reasons in demonstration. After some ten theorems on triangles have become familiar, lists are made of ways to prove two triangles congruent, ways to prove two angles equal, etc. These lists are extended as new theorems are mastered. Theorems are developed in class analytically, then assigned for study of the accurate wording and

logical form of the text-book; proofs other than those of the text are encouraged. The work of the first term includes the essential theorems on triangles, parallel lines, and quadrilaterals, simple applications of the locus idea, and original construction problems.

II.—The work of the second term includes theorems on the circle, proportion, similarity, areas of polygons, and regular polygons. Greater independence is developed in construction, in argument, and in choice of attack on new problems.

III.—The work of the term in Solid Geometry begins with the simple conventional figures, attempting no demonstrations until the pupils can represent satisfactorily (e. g.) a line in a plane, a line parallel to a plane, etc. A few figures are constructed in three dimensions, with cardboard, sticks and thread, but this is not carried far enough to interfere with the training of detailed visual imagery. Only the fundamental theorems concerning lines and planes in space, polyhedrons, cylinder, cone and sphere, are required, and the method is as near laboratory work as the subject and class-hour permit.

MUSIC

The purposes of the music work are: (1) to inspire students with an appreciation of better music; (2) to develop greater skill in reading music; (3) to acquaint them with available material for public school use, and (4) with the function of music in the schools and modern, effective, methods of presenting the subject to children.

I.—Simple sight reading and class and individual work form the larger part of the work of this term. An effort is made to establish the habit of using a light quality of head voice, and good phrasing. Music theory includes the development of pitch notation, major, minor and chromatic scales, and problems in melody and rhythm. These are presented in connection with sight reading.

II.—The second term is devoted to a consideration of the subject in its relation to grade work. It continues sight reading and takes up the problems involved in selecting suitable material and determining appropriate methods of presenting music to children of the various ages represented in the elementary schools. Some attention is given to planning and conducting music lessons, the child and adult voice, music literature, and the instruments of the orchestra.

1.—This is a course designed for high school graduates or students having an equivalent preparation. Students who cannot carry a melody will not be able to complete this course in a single term. The work is selected from courses I and II as the needs of the class may require. Special modifications, both as regards subject matter and methods, are made for the several classes of teachers, particularly those in the kindergarten and primary grades. Students who

contemplate taking this course must be able to sing easy songs and play simple piano accompaniments.

2.—A continuance of 1. It calls for a more extended and detailed consideration of material and methods for the upper grades and high schools. Other subjects are: conducting a chorus or glee club, orchestral music in public schools and advanced sight reading.

3.—A continuation of 2. Study and analysis of simple musical forms, musical appreciation gained through a wider acquaintance with good music, the use of the phonograph, history of music, giving some knowledge of composers and their works, showing the development of music from Bach's time to the present day.

Chorus.—One half hour period per week is required of all students. This aids in greater appreciation, familiarizes with much good music and gives experience in part singing.

Glee Club.—The Glee Club furnishes recreation and additional training for students who are interested in music. The club assists at the various school functions.

PENMANSHIP

Penmanship is now a required subject for all students and all written work which is at all formal must be executed with special care in respect to form and legibility. Students are required to write acceptably with pen and on blackboard before they are permitted to undertake teaching. The course requires muscular movement writing.

Blackboard writing and observation of model lessons by the teacher of penmanship in each grade in the training department and some teaching by each student in the grade she expects to teach, are required. This teaching is criticised by students and teacher and helpful suggestions are made concerning methods and teaching devices.

PHYSICAL EDUCATION

The aim of the work is (1) to improve the general health, muscular response and posture of the student; (2) to foster in the student the desire for organized active play; (3) to develop a sense of rhythm and dramatic expression; (4) to provide the student with material for teaching folk dances and games in the school-room and on the playground.

At the beginning of the year each student is examined by the school physician and the physical director. In case of physical inability the student is advised to leave school, while students in need of corrective work are assigned to regular classes.

The regulation uniform consists of a white middy blouse and black tie, black bloomers and tennis or ballet shoes.

1.—Games and folk dances. An elementary course in marching, Swedish gymnastics and games of skill. The emphasis is placed on the games, particularly those which may be played out of doors. Some of the simple folk dances are taught.

2.—Folk and festival dances. This course includes folk dances, the easy English country dances and pantomime dancing. Simple rhythmic exercises and the fundamental dance steps are taken up as a preparation for further work.

3.—Advanced folk and festival dances. A course for students who have previously studied dancing. The class work consists of the more difficult folk dances. English country dances, and interpretative dancing. Each student has the opportunity to teach one or more of the simple folk dances.

Basket ball, volley ball and indoor baseball are open to all students. Inter-class games are played.

PSYCHOLOGY

I.—This course includes a study of the principles and laws of mind that contribute to the solution and control of school problems. These laws and principles are derived from four interrelated factors involved in the pupil's behavior:—**stimuli, mechanism and capacities, responses and results.** Stimuli as they affect the pupil are conceived and described as the activities of the teacher and of the pupil-group, the course of study and the physical conditions of school and climate. The mechanisms and capacities of the pupil are listed and described as receptive, central or associative, motor or reactive, apperceptive, imaginative, recognitive, inhibitive, etc. The pupil's responses are viewed as resultants of the component operations of stimuli and capacities. Here are considered perceiving, imaging, recognizing, judging, willing and the forms of expression including the social responses. Finally, results are classified and studied as habits, personal, moral, social, vocational; skill as involved in the common arts; ability to control self, others and things; intelligence, knowledge and culture.

II.—This course is devoted to genetic psychology. It considers the growth and development as well as the laws of child behavior that are chiefly dominant during the school age and that function in his life as a pupil. The view point is genetic and functional. The general topics are the relation between structure and function; growth and development; stages of development as marked by native behavior, by interests, by powers of discrimination, by the attitudes of attention, of emotion and of sentiments, by powers of motor control, by social responses and by the strength and complexity of the higher

thought processes. Reports of personal observation on a specific form of child behavior, and oral and written reports on assigned topics are required. Original investigations in child life as found in special texts, periodicals and monographs are studied and discussed in class. A term paper is required.

SCIENCE

The conclusions of modern science are applied extensively in a great variety of human experiences, and the scientific way of doing things is considered the most trustworthy method of work. It is, therefore, the general purpose of the science work to give students a practical, usable fund of knowledge about common things, and to develop correct habits of thinking about facts and phenomena in the field of science. The work consists largely of problems the solution of which necessitates the training of both eye and hand and the co-ordination of observations of which a permanent record must be made. It is an essential part of the teaching to relate the knowledge obtained through problem-working to the students' experience and its useful application. The following outlines of subject matter for the several sciences do not indicate the order of presenting material or the content of the courses entirely, but are suggestive of the scope and nature of the work.

Botany I.—The work of the fall term, so far as conditions are favorable, is with plants in the field. It includes identification of trees, the study of their fruiting habits, adaptation for shade, ornament and other special purposes related to living conditions; influence of forests on soil, care of trees, including pruning, insect pests and fungus diseases and their control as well as causes and prevention of forest fires. Some study is made of wood and its adaptation to different uses and of the distribution of species. The student studies in the field and collects and identifies fifty common weeds. Seed samples are examined for weed seed impurities and an attempt is made to identify these. A study of at least one plant as a whole is made with reference to its structure and the use of the parts, special attention being given to reproduction. A few types are selected for the study of the relationship of flowers and insects, of flower parts to fruit structures, pollination and fertilization. In this connection heredity is studied with special reference to Mendel's Law.

II.—This is a course in elementary agriculture and the general subjects here enumerated are practically all presented as laboratory and field work. The general topics are: formation of soil, collecting soil samples, the physical analysis of soils, the texture and structure of soils, the film water of soil, the movement of film water in soil,

available moisture for plants in soil, value of soil mulch, results of working soil when too wet, soil drainage, and detection and treatment of acid soil, choice of garden plat and its preparation for seeding, seed selection, testing, planting and cultivation of common garden vegetables. Some attention is given to small fruit culture. Laboratory studies of bacteria, yeast and molds furnish the practical basis for a consideration of problems of plant and animal disease and their control, the preservation of fruits and other perishable materials.

Chemistry.—This course attempts to introduce the application of chemistry to practical affairs as early in the year's work as possible and to present only such portions of theoretical chemistry as are thought necessary to an understanding of their application.

I.—The term is given to theoretical work and its subject matter is in part suggested by these topics: subject matter of chemistry, some types of chemical changes, elements, compounds, chemical notation, atomic theory, law of definite proportions; combustion and heat, fuels, light and illuminants, acids, salts, alkalies and bases.

II.—The important divisions of the subject considered in this term are: tarnishes, rust, hard water, organic radicals, esters and fats, saponification, commercial soaps, solution and emulsification of fats and the cleaning of fabrics, the general composition of foods, carbohydrates, fats, proteins, function and digestion of food, dietetics.

III.—This term is given to a study of: foods of vegetable origin, foods of animal origin, textile fibers of vegetable and animal origin, bleaching, blueing and dyeing. The work is completed by special reports and demonstration experiments by individuals or groups of students and relating mostly to sanitary chemistry.

Elementary Science.—The course is expected to stimulate an interest in nature and to supply the students with the knowledge about common things necessary to teach nature study in the grades. It should help them also to make use of such information in teaching other subjects. The subject matter is organized and taught with reference to the interests of children rather than those of the student teacher. The preparation of the teacher includes a consideration of aims in elementary science, the collection and use of materials, presentation of lessons and course of study.

The materials from which lessons and problems are drawn consist of birds, trees, insects, fishes, mammals, wild and cultivated plants, weather, rock, soil, bacteria, yeast, mold and elementary hygiene topics for the upper grades.

Geography I and II.—The physical geography of the earth is studied to give a basis for subsequent studies in general geography.

While topographic forms are given careful consideration, special attention is given to the study of atmosphere and climates. At all times the relation of man to his physical environment is kept foremost. A practical application of principles established is made whenever possible.

Equipment, such as wall maps, topographic maps, rocks, instruments for recording weather data, and lantern slides, is employed in conjunction with all the work. The immediate locality offers rather exceptional opportunities for field trips.

Geography 1.—The more important phases of physiography are studied in preparation for the work of the second term. The influence upon man of the physical features of the earth, such as soil, relief and climate are constantly emphasized. An effort is made to show that each individual may improve his possibilities for success if he will enlarge his acquaintance with the facts of geography.

2.—Having learned some of the fundamental principles of general geography in the first term, time is now spent on a detailed application of these principles to the United States. Economic, commercial, political and historical geography are touched upon and correlated. In the presentation of all this material the student is impressed with the fact that use will be made of it in teaching in the grades. Excursions are conducted both in this term and that preceding.

Hygiene and Sanitation.—"Public health is the foundation on which reposes the happiness of the people and the power of a country."—Disraeli.

This course is devoted mainly to a consideration of matters pertaining to the teacher's health, the hygiene of the school child, child development and school sanitation.

Prospective teachers are instructed as to the need and value of health work, and the teacher's responsibility and share in it. Particular consideration is given to some of the special problems the teacher will meet in attempting to carry out a program of school health work. Detailed consideration is given such subjects as the teacher's own health, cooperation on the part of the teacher with general health administration, methods and importance of health grading of school children, the important facts with reference to those transmissible diseases that concern the school; the aims, subject matter, and methods of hygiene instruction in the grades, and the practice of hygiene and sanitation in school house-keeping.

Physics.—Two periods of 120 minutes each are given to laboratory work each week. Three periods of 45 minutes each are devoted to a study of the text supplemented by a discussion of the laboratory

work and its bearings upon the principles of the subject. Experiments are written up in systematic form by each student and submitted for approval. If not satisfactory these notes are returned for correction.

I.—The metric system and experiments in mechanics and heat are considered. The subject-matter is the same as that found under these headings in practically all standard manuals and text-books.

II.—Magnetism, electricity and sound receive special attention. Some of the more complex experiments in electricity are omitted and instead the work in sound is extended. The principles of the latter are applied to musical instruments in an effort to give a good understanding and perhaps a better appreciation of modern music.

III.—The first half of the term is given over to a study of light. The mechanism of the eye is considered in detail. A deviation from the standard course in physics is made in the last half of the term. The physics of domestic science is developed. Many of the problems in cookery can be solved easily if one knows how to apply some of the fundamental principles of physics.

Physiology.—The structure and function of the higher animals is approached through a study of a few simple forms such as the amoeba, paramecium, and hydra. This is followed by a rather detailed study of the frog with reference to anatomy, histology, embryology, and physiology. A few invertebrate and vertebrate animals are compared with the frog with respect to certain resemblances and differences, and the whole related to human physiology. The course comprises such subjects in human physiology as alimentation and digestion, nutrition, circulation of blood, respiration and breathing, excretion, muscular activity, the nervous system, sense organs and sensations.

Zoology.—The problem of zoology, which this work never loses sight of, is to make it possible for the students to appreciate something of both the beneficial and injurious effects of animal life upon human life, to help them to determine what may be done by man in relation to this fact for his own and the community's benefit. The work begins in the fall with a study of birds and insects and is for the most part field work. The bird study includes identification, migration habits, investigation of feeding habits of certain species, estimating economic importance, nesting habits and bird census, causes of bird destruction, a study of what is being done and what may yet be done for bird protection. Students work out an answer to the question: "What is an insect?" They become acquainted with the characteristics of certain orders of insects and their adaptations and study several life histories. By a study of species as types, students approach the problems of the relation of insects to plants, to

other animals, to disease, to the household and special problems of insect control.

II.—Briefly stated, the second term continues the use of the point of view stated above with reference to crustacea, fish, amphibians, reptiles and mammals, including at least two or more domestic animals as types. Some of the biological laws and principles considered are: geometric increase, struggle to live, variation, selection, survival of the best adapted, parasitism and degeneration, heredity, genetics and eugenics.

GENERAL REQUIREMENTS

Spelling.—While spelling is not a designated part of the course of study it is involved in all written work and all such work will be scrutinized with special reference to the spelling.

The English Language, as the medium of instruction, requires constant attention, not only on the part of the special teacher of the subject but of the teachers of all other subjects. There is systematic cooperation between the different departments to the end that a desirable standard may be attained. This is an important part of the work of each member of the faculty. Any student whose use of English is not such as to warrant the recommendation of the faculty will not be admitted to the work of the Training Department.

The Number of Subjects a student may carry in any term shall not exceed four and may be made smaller in special instances. It is the rule of the school that a full term of attendance is necessary to the completion of a full term of work.

SPECIAL FRIDAY PROGRAMS

October 12, 1918.—A play presented by the Seniors: "Six People Who Pass While the Lentils Boil."

January 24, 1919.—Freshman play, Perrault's version of "The Three Wishes."

February 7, 1919.—Exhibition of Gymnasium Work, given by the Juniors.

February 14, 1919.—"The Queen of Hearts," a farce written by one of the Seniors, and given by the students in the Kindergarten training course.

March 14, 1919.—An Irish play, Yeats' "A Pot of Broth," presented by the Sophomores.

- March 28, 1919.—“Melilotte,” a fairy operetta in one act, by David Stevens, given by the members of the Third Year Class.
- April 4, 1919.—A literary patriotic program, given by fifty seniors.

SOCIAL ACTIVITIES

- September 5, 1918.—Faculty Tea for the Seniors.
- September 12, 1918.—Patriotic Knitting Tea for the Juniors.
- September 19, 1918.—Faculty Reception for all the students.
- September 26, 1918.—Freshman, Sophomore, and Third Year Classes entertained by members of the faculty.
- December 13, 1918.—Junior Party for the Junior Class.
- December 19, 1918.—Informal Holiday Tea for all the students.
- January 24, 1919.—Annual Party given by the Seniors for the Junior Class.
- February 14, 1919.—Third Year and Sophomore Classes entertained by the Freshmen at a Valentine Party.
- February 14, 1919.—The Faculty entertained at dinner by the Torrance Hall Association.
- March 7, 1919.—Senior “Get Together” Party.
- March 20, 1919.—“College Coffee” for Seniors and Juniors, with speakers from the Association of Collegiate Alumnae.
- March 28, 1919.—Junior Costume Party.
- April 4, 1919.—Torrance Hall Association hostesses to students living in the city.
- May 2, 1919.—Annual May Party.
- May 29, 1919.—Junior-Senior Banquet.

Names of Students Enrolled 1918-1919

SPECIAL COURSE IN ELEMENTARY EDUCATION

Amundson, Mrs. Florence	Kaus, Josephine A.....
MelinDuluthRedwood Falls
Anderson, Nellie T.....Duluth	Koefod, HilmaDuluth
Bunker, Mrs. E. J.....Duluth	Landolt, Leona A.....Duluth
Childs, MiraDuluth	Nelson, HelenDuluth
Clarke, MyrtleDuluth	Plantz, ZettaDuluth
Coulter, May B.....Duluth	Potter, Eva M.....Duluth
Dillon, Alice M.....Duluth	Slonim, AnnaDuluth
Elbersen, LauraProctor	Strickland, Ruth G....Duluth
Fairbanks, May C.....Duluth	Thibert, Chloe M.....Duluth
Fegraeus, Mrs. Augusta.Duluth	Wise, Mrs. Elizabeth R.Duluth
Hartz, LouiseDuluth	Wykes, F. Eunice.....Duluth
Hoskins, AliceHibbing	

SENIOR YEAR

Anderson, Anna A.....Duluth	Erickson, Hildur J.....Duluth
Anderson, Clara C.....Duluth	Erickson, Mabel J.....Duluth
Anderson, ElizabethDuluth	Ericson, Dorothy D....Duluth
Anderson, Hilma T.....Duluth	Everts, Ruth L...Ashland, Wis.
Ario, Clara C.....Duluth	Ferguson, Grace L....Carlton
Avery, Alice M...Grand Rapids	Freistedt, Ruth V. C....Duluth
Bark, Evelyn May.....Duluth	Frestedt, MabelDuluth
Beckstrom, AgnesEly	Gabrielson, Ella M....Duluth
Belanger, BlandineDuluth	Gallien, Helene G.....Tower
Belanger, MelanieDuluth	Gianotti, CharlotteEly
Britzius, IreneDuluth	Gibson, Leona M.....Duluth
Brown, Jessie M...Minneapolis	Grizold, MaryChisholm
Brown, Margaret R.....Ely	Hallock, Ethel D.....Tower
Brown, MinnieDuluth	Hambly, Vivien R.....Duluth
Burke, Elizabeth J.....Duluth	Harper, Nellie A.....Barnum
Carlson, Agnes H..Two Harbors	Henry, Ida E.....Virginia
Carlson, Ebba A..Two Harbors	Hipakka, Hilda S.....Ely
Carlson, Helga P.Two Harbors	Howe, InezTower
Carter, SylviaBemidji	Hurley, Catherine....Pine City
Cohen, DorothyBiwabik	Jakich, Augusta E....Eveleth
Curtis, Agnes M....Stillwater	Jentoft, Margaret B....Duluth
Driscoll, Isabell..Willow River	Johnson, Edna M.....Duluth
Eikrem, LeoraTower	Jordan, MargaretDuluth
Elwell, Susie M....Minneapolis	Kerr, Mary Ellen.Ashland, Wis.

Lakela, OlgaPalo
 LaTendresse, Blanche...Duluth
 LaVaque, BellaStevenson
 Leary, Elizabeth K...Chisholm
 Leary, Margaret A...Chisholm
 Lefko, RosettaCrosby
 Mahoney, Katherine ...Proctor
 Manlove, Mrs. Sallie Sheldon
Duluth
 Mattson, Meimi M.....Duluth
 Meehan, Katherine A...Duluth
 Mueller, Edna M..Gwinn, Mich.
 Nelson, Ruth K.....Duluth
 Niemi, Anna E.....Eveleth
 Nolan, Evelyn M.....
Ironwood, Mich.
 Norman, Gudrun B.....Milaca
 Nusbaum, RoseDuluth
 Nylander, Florence C...Duluth
 O'Leary, AliceEaston
 Olin, Ellen E.....Duluth
 Paulson, Phoebe ...Cambridge
 Pederson, RuthTower
 Prochaska, Mary H..Pine City

Rawn, Florence M.....Duluth
 Richards, Chloe E.....Duluth
 Rissanen, Saima L...Finlayson
 Rooning, Jennie..Iron Junction
 Scheaffer, ElizabethDuluth
 Signer, Lillian E.....Duluth
 Simonet, Mary M....Stillwater
 Siring, LettaDuluth
 Skog, Hilda C.....Barnum
 Sloan, Marie O.....Detroit
 Somero, Helmi E.....Ely
 Toben, Anne F.....Duluth
 Towner, Margaret S...Proctor
 VanBuskirk, Margaret E...Ely
 VanCleve, Marie Fleming...
Virginia
 Vaughan, MariePine City
 Waugh, FrancesCarlton
 Werner, Martha F.....Darwin
 Winkenwerder, Lucille M...
Berlin, Wis.
 Young, AnnaDuluth
 Young, ElsieDuluth

JUNIOR YEAR

Aho, Tina I.....Chisholm
 Akerman, Ethel S.....Duluth
 Allain, PearlDuluth
 Ames, MarjorieDuluth
 Amonson, Lillian A...Hill City
 Anderson, Florence B...Duluth
 Anderson, Hilma M....Duluth
 Anderson, Julia R..Forest Lake
 Anderson, Regna I...Coleraine
 Anderson, Ruby B.....Proctor
 Ankerstrom, Edna B....Duluth
 Arbuckle, JennieColeraine
 Ballantine, Grace Marie.....
Markville
 Barr, Gertrude E.....Duluth
 Benson, Alice L.....Cloquet
 Benson, Blanche E.....Duluth
 Bentz, L. Dottie.Superior, Wis.

Berrisford, Borghild A..Duluth
 Borg, Alice T.....Pine City
 Borlang, BergitteKenyon
 Brandt, Persis F.....Barnum
 Budzynski, Helen F....Duluth
 Carlson, Lillian M.....Duluth
 Carlson, Mary H.....Aitkin
 Carlson, Ruth E.....Proctor
 Chalupsky, AgnesBeroun
 Christenson, Emma C.....
Minneapolis
 Colgrove, Helen L....Virginia
 Coughlin, Alice R.....
Hancock, Mich.
 Crellin, HyldaVirginia
 Cummins, Beatrice E..Barnum
 Curtis, Mary J.....Stillwater
 Daley, Mary C.....Pine City

- Decker, Margaret F....Duluth
 Ensign, Mabel L.....Duluth
 Erickson, Edith J.....Duluth
 Erickson, Florence M.Brainerd
 Erickson, Mabel R....Cohasset
 Erickson, Martha J....Duluth
 Evens, LillianMcGrath
 Evenson, Amanda P...Cloquet
 Gadbois, Mabel F..Minneapolis
 Gafvert, Alphild O...Kimberly
 Giefer, Teresa M.....Viking
 Gole, Lyle M.....Buhl
 Gordon, Gladys P...Nashwauk
 Gorman, EdnaDuluth
 Graves, Jennie M.....Proctor
 Gulbranson, Emma E..Proctor
 Gustafson, Minnie J....Spicer
 Haisky, EstherChisholm
 Handran, IreneCloquet
 Handy, GladysCrosby
 Hanson, Rena E.....Winton
 Haugen, Mildred J.....Aitkin
 Hauta, Laura M.....Virginia
 Hegdahl, Lillian A.....
Grand Rapids
 Helm, GertrudeFertile
 Hicks, Ethel M.....Buhl
 Higlee, Esther L.....
Cumberland, Wis.
 Holt, MayDuluth
 Holten, Agnes M.....Fertile
 Holten, Esther J.....Fertile
 Howe, Marjorie A.....St. Paul
 Jackman, Mabel E.Moose Lake
 Jackson, Edna M.....Duluth
 Johnson, SadieCarlton
 Jorgensen, Ruth H.....Duluth
 Kespohl, LauraFloodwood
 Ketchem, Eva L.....Duluth
 King, Laura C.....Princeton
 Kitto, Kathryn E.....
Dollar Bay, Mich.
 Komarek, AnnaBass Lake
 Koskello, Rosa..Atlantic, Mich.
 Larson, Ethel M.....Bovey
 Larson, Irene R.....Virginia
 Lind, Signe Ruth.....Nemadji
 Lindbohm, Ingrid H.....
Ironwood, Mich.
 Lindell, Delia C.....Cloquet
 Lindholm, M. Melia....Kinney
 Lindmark, Gertrude Irene...
Duluth
 Lintula, Lillian S.....Palo
 Luke, Charlotte A....Virginia
 Lund, Martha L.....Duluth
 Lunstead, Ella T.....Willmar
 Lynch, GertrudeDuluth
 McDonnell, Elsie B.....Aitkin
 MacKenzie, Olive D..McKinley
 McKusick, Margaret E..Duluth
 Maher, Florence..Two Harbors
 Martin, Dorothy...Brook Park
 Messier, Florence C....Duluth
 Morris, Vivian I...Knife River
 Neher, Ella M.....Carlton
 Nelson, Minnie S....Henning
 Niemi, Selma E.....Eveleth
 Norman, Signora H....Milaca
 Palmquist, Claire C.Center City
 Pearce, Mae E.....Gilbert
 Peterson, Margaret E...Duluth
 Peterson, Minnie E...Chisholm
 Plaunt, May M.....Duluth
 Power, Pauline V. C...Duluth
 Rasmussen, Mayme C.Willmar
 Remfry, Eliza J.....Proctor
 Reseland, Clara E.....Fertile
 Rich, NonaDuluth
 Rom, NathalieAitkin
 Rude, Marian G.Pelican Rapids
 Rydberg, Clara L.....Bovey
 Samuelson, Julia V....Cloquet
 Sandborn, Ruth S....Lake City
 Sarff, Gladys V.....Duluth
 Schaeffer, MargaretDuluth
 Scholtes, Lucy A.....Duluth
 Schrum, Muriel A...Wrenshall
 Scott, Irene B....Grand Marais
 Shipley, AltaAlborn
 Siren, Wilhelmina A....Duluth
 Skramstad, HildaEveleth

Soderberg, Alphild V...Duluth
 Spalsbury, Helen R..McGregor
 Stipetich, Katherine E..Eveleth
 Stone, Lucile W.....Benson
 Stostad, DoraDuluth
 Strandmark, Eva V....Duluth
 Styve, BerthaFertile
 Sund, EstherDuluth
 Syrstad, Magda O....Pineville
 Thomas, EthelDuluth
 Toben, Berenice E.....Duluth

Toben, Marie A.....Duluth
 Vesterheim, Christine...Fertile
 Wahlstrom, Agnes C.....
Grand Marais
 Wallace, EdnaDuluth
 Woodcock, Mildred R.Palisade
 Young, Myrtle A.....Duluth
 Zabel, Martha V....Deer Creek
 Zabel, Rose L.....Deer Creek
 Zygmanski, Frances M..Duluth

THIRD YEAR

Bray, Alice Holt.....Duluth
 Cochrane, FrancesDuluth
 Darby, Margaret S..Wrenshall
 Gaustad, Clara A..Moose Lake
 Howe, Constance A.....
Morgan Park
 Jeanson, AnnaDuluth
 Johnson, Emma A....Mahtowa
 Kelleher, Ethel..Superior, Wis.
 McCawley, Millicent A..Duluth
 McIntosh, Marie C....Duluth
 Nelson, Freda E....Wrenshall

Olson, Belva L.....Cloquet
 Ryan, Evelyn A.....Burnett
 Sande, Irene I.....Duluth
 Snively, Clara B.....
Greencastle, Pa.
 Teppen, EdithDuluth
 Thorstenson, Emma E.....
Wrenshall
 Thorstenson, Esther E.....
Wrenshall
 Thorstenson, Ruth E. T....
Wrenshall

SECOND YEAR

Anderson, Esther H....Duluth
 Bjerke, JennieHinckley
 Booker, Ethel Davis.....Bain
 Dutton, Ruth G.....Cloquet
 Eng, Gina L.....Wrenshall
 Erickson, Vera F....Nopeming
 Ford, Marie Rydberg....Bovey
 Hagman, EffieWright
 Hovde, ValborgDuluth
 Hovis, MadgeAlborn
 Johnson, Ina S.....Wrenshall
 McFarland, Ella...Olathe, Kan.
 Magnusson, Alice W...Redtop
 Maki, Hilija W....Moose Lake

Medchill, BergettaFertile
 Moran, Agatha V.....Duluth
 Murdock, Laura M....Duluth
 Nelson, Alice J.....Duluth
 O'Malley, Gladys M..Hinckley
 Peterson, Estelle L....Duluth
 Pond, Mary M.....Duluth
 Sampson, EthelBrainerd
 Shipley, Verna V.....Alborn
 Snively, Margaret
Greencastle, Pa.
 Thorstenson, Nora M.....
Wrenshall
 Westcott, Gertrude W..Duluth

FIRST YEAR

Amundson, Calma....Tamarack
 Asbjornsen, NinaDuluth
 Benjamin, Edna J.....Duluth
 Bowyer, IreneArnold
 Brewer, Ella R.....Pitt
 Carroll, Madeline O....Duluth
 Clark, Mabel L.....Duluth
 Dachyk, HelenDuluth
 Denton, Dorothy L..Nashwauk
 Dressel, Genevieve H...Seavey
 Dressel, Theresa E.....Seavey
 Erickson, ElsieNopeming
 Evens, VernaMcGrath
 Fairchild, IdaBruno
 Friestad, Ragna P...Tamarack
 Gunderson, Eleanor H..Duluth
 Hammer, GladysDuluth
 Hare, Bertha L..Morgan Park
 Hazuka, AlbinaLong Lake

Howard, Elisabeth F...Duluth
 Johnson, Ruth E....Tamarack
 Karlinski, AgnesDuluth
 Kyle, Catherine M.....Duluth
 Ladd, Nancy M.....Bain
 Latta, Ethel.....Two Harbors
 Lindberg, Hazel J.....Duluth
 McIver, Alice L.....Hinckley
 Otto, Rosemary B.Vesper, Wis.
 Paxson, Bessie M...Tamarack
 Seguin, DolphineCuyuna
 Sessions, EleonoreDuluth
 Skoog, ElsieMunger
 Spornitz, Elizabeth C.....
Cross Lake
 Stearns, Ruth E..Morgan Park
 Walczak, LeonaDuluth
 Wert, Alice E.....Duluth

SPECIAL

Longstreet, EmmaDuluth
 MacIntyre, EvelynDuluth

Porter, Eva A.....Duluth
 Pugh, Mrs. Sybil B....Duluth

SUMMARY OF ENROLMENT

Normal Department

Special Course in Elementary Education.....	23	
Senior Year	91	
Junior Year	140	
Third Year	19	
Second Year	26	
First Year	36	
Special	4	
	<hr/>	339
Special Course in Elementary Education.....	23	
High School Graduates on Regular Two-Year Program...	207	
High School Graduates on Kindergarten Program.....	17	
Five-Year Program	88	
Special	4	
	<hr/>	339
Summer, 1918	173	
September-June	207	
	<hr/>	380
Counted Twice	41	
	<hr/>	339

Elementary School

Eighth Year	23	
Seventh Year	19	
Sixth Year	21	
Fifth Year	20	
Fourth Year	16	
Third Year	19	
Second Year	20	
First Year	26	
Kindergarten	49	
	<hr/>	213
		<hr/>
		552

Certificate of Scholarship and Character

Application for Admission to the State Normal School at Duluth, Minnesota
(To be Mailed to the President at Least Two Weeks Before the Day for Enrolment.)

I certify that.....
was graduated....., 19....., from the high school
at....., with the following standings:

SUBJECTS	Weeks Taken	Stand- ing	Year of Course	SUBJECTS	Weeks Taken	Stand- ing	Year of Course
English				Mathematics			
Composition.....				Algebra.....			
Grammar, Senior.....				Arithmetic, Senior.....			
Literature, American.....				Geometry, Plane.....			
Literature, English.....				Geometry, Solid.....			
Rhetoric.....				Music, Vocal			
History and				Science			
Social Science				Botany.....			
American History.....				Geography, Senior.....			
Ancient History.....				Chemistry.....			
Civics.....				Geography, Physical.....			
Economics.....				Physics.....			
English History.....				Physiology.....			
Medieval History.....				Zoology.....			
Modern History.....				Other Subjects			
Industrial Subjects							
Cooking.....							
Manual Training.....							
Mechanical Drawing.....							
Sewing.....							
Language { French							
{ German							
{ Latin							
First Year.....							
Second Year.....							
Third Year.....							
Fourth Year.....							

And I hereby commend h..... to the State Normal School at Duluth as a person of
right character, good health and general fitness for teaching.

..... } Superintendent
..... } Principal

(To be filled out by student named above.)

Write below name of course chosen. (See pp. 13-14 and 23-24 of Catalogue.)

Date you expect to enroll....., 19.....



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